

## Summerville Elementary

835 South Main Street  
Summerville, South Carolina 29483

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	876 Students	
<b>Principal</b>	Dr. E. Eugene Sires	843-873-2372
<b>Superintendent</b>	Joseph R. Pye	843-873-2901
<b>Board Chair</b>	Bufort "Bo" Blanton	843-873-8454

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
6	46	23	3	0

## IMPROVEMENT RATING

**AVERAGE**

## ADEQUATE YEARLY PROGRESS

**NO**

This school met 17 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Good	Below Average	No
<b>2004</b>	Good	Below Average	Yes
<b>2005</b>	Good	Below Average	Yes
<b>2006</b>	Good	Average	No

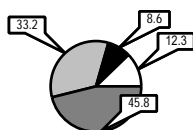
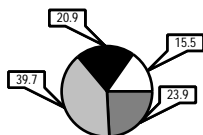
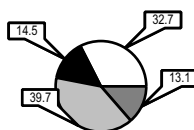
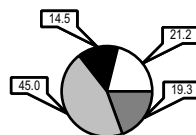
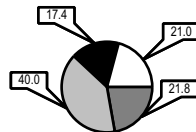
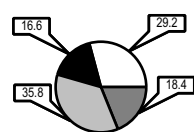
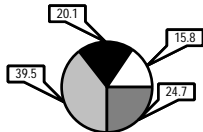
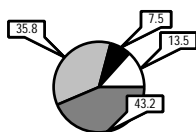
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.5%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	396	97.2	11.2	33.2	46.8	8.8	67.1	Yes	Yes
<b>Gender</b>									
Male	188	95.2	13.3	38.2	43.9	4.6	60.7	N/A	N/A
Female	208	99.0	9.4	28.6	49.5	12.5	72.9	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	243	97.1	3.2	27.9	55.9	13.1	79.7	Yes	Yes
African American	140	97.1	26.2	43.8	28.5	1.5	43.1	Yes	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	343	100.0	7.4	32.6	50.2	9.8	72.0	N/A	N/A
Disabled	53	79.2	42.5	37.5	20.0	0.0	27.5	I/S	No
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	396	97.2	11.2	33.2	46.8	8.8	67.1	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	393	97.2	11.3	33.1	46.7	8.8	67.1	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	148	96.6	22.7	45.5	27.3	4.5	42.4	Yes	Yes
Full-pay meals	248	97.6	4.7	26.2	57.9	11.2	81.1	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	396	97.2	14.2	40.0	24.4	21.4	59.2	Yes	Yes
<b>Gender</b>									
Male	188	95.7	14.4	40.2	21.8	23.6	62.6	N/A	N/A
Female	208	98.6	14.1	39.8	26.7	19.4	56.0	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	243	96.7	8.1	30.8	30.8	30.3	74.2	Yes	Yes
African American	140	97.9	26.0	53.4	14.5	6.1	32.8	Yes	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	343	100.0	9.2	41.8	25.5	23.4	63.7	N/A	N/A
Disabled	53	79.2	55.0	25.0	15.0	5.0	22.5	I/S	No
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	396	97.2	14.2	40.0	24.4	21.4	59.2	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	393	97.2	14.4	39.8	24.6	21.3	59.4	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	148	96.6	27.3	48.5	16.7	7.6	33.3	Yes	Yes
Full-pay meals	248	97.6	6.9	35.2	28.8	29.2	73.8	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	396	100.0	32.7	39.7	13.1	14.5	27.6
<b>Gender</b>							
Male	188	100.0	32.2	40.6	10.6	16.7	27.2
Female	208	100.0	33.2	38.9	15.5	12.4	28.0
<b>Racial/Ethnic Group</b>							
White	243	100.0	16.7	41.9	18.1	23.3	41.4
African American	140	100.0	60.2	36.1	3.0	0.8	3.8
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	343	100.0	26.8	42.5	15.1	15.7	30.8
Disabled	53	100.0	72.9	20.8	0.0	6.3	6.3
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	396	100.0	32.7	39.7	13.1	14.5	27.6
<b>English Proficiency</b>							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	393	100.0	32.4	39.7	13.2	14.6	27.8
<b>Socio-Economic Status</b>							
Subsidized meals	148	100.0	57.8	33.3	7.4	1.5	8.9
Full-pay meals	248	100.0	18.5	43.3	16.4	21.8	38.2

<b>Social Studies</b>							
All Students	396	100.0	21.2	45.0	19.3	14.5	33.8
<b>Gender</b>							
Male	188	100.0	23.3	41.1	19.4	16.1	35.6
Female	208	100.0	19.2	48.7	19.2	13.0	32.1
<b>Racial/Ethnic Group</b>							
White	243	100.0	12.3	42.7	22.5	22.5	44.9
African American	140	100.0	37.6	48.1	12.0	2.3	14.3
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	343	100.0	15.1	47.7	21.5	15.7	37.2
Disabled	53	100.0	62.5	27.1	4.2	6.3	10.4
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	396	100.0	21.2	45.0	19.3	14.5	33.8
<b>English Proficiency</b>							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	393	100.0	21.1	44.9	19.5	14.6	34.1
<b>Socio-Economic Status</b>							
Subsidized meals	148	100.0	34.8	51.9	10.4	3.0	13.3
Full-pay meals	248	100.0	13.4	41.2	24.4	21.0	45.4

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	133	100.0	4.7	25.0	56.3	14.1	70.3
	4	150	100.0	16.2	36.0	43.4	4.4	47.8
	5	159	100.0	15.2	39.3	42.8	2.8	45.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	127	98.4	15.3	28.8	46.6	9.3	55.9
	4	124	98.4	7.8	33.0	46.1	13.0	59.1
	5	145	95.2	10.6	37.1	47.7	4.5	52.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	133	100.0	11.7	53.9	23.4	10.9	34.4
	4	150	100.0	22.8	29.4	37.5	10.3	47.8
	5	159	100.0	13.8	40.7	17.9	27.6	45.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	127	98.4	19.5	45.8	22.9	11.9	34.7
	4	124	97.6	9.6	33.3	30.7	26.3	57.0
	5	145	95.9	13.5	40.6	20.3	25.6	45.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	133	100.0	30.5	44.5	17.2	7.8	25.0
	4	150	100.0	26.5	39.7	22.1	11.8	33.8
	5	159	100.0	31.0	33.8	10.3	24.8	35.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	127	100.0	35.3	47.1	10.1	7.6	17.6
	4	124	100.0	26.5	35.9	13.7	23.9	37.6
	5	145	100.0	35.8	36.5	15.3	12.4	27.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	133	100.0	11.7	51.6	25.0	11.7	36.7
	4	150	100.0	14.7	48.5	22.8	14.0	36.8
	5	159	100.0	18.6	42.8	15.9	22.8	38.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	127	100.0	15.1	49.6	25.2	10.1	35.3
	4	124	100.0	16.2	44.4	19.7	19.7	39.3
	5	145	100.0	30.7	41.6	13.9	13.9	27.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 876)</b>				
First graders who attended full-day kindergarten	96.0%	Up from 94.7%	100.0%	100.0%
Retention rate	1.9%	Down from 2.4%	2.3%	2.8%
Attendance rate	96.8%	Up from 96.0%	96.6%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.8%	Down from 4.3%	0.4%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	2.8%	Down from 4.1%	0.4%	0.0%
Eligible for gifted and talented	19.6%	Down from 23.3%	16.6%	10.4%
On academic plans	26.3%	N/AV	25.8%	33.6%
On academic probation	2.7%	N/AV	0.0%	1.0%
With disabilities other than speech	5.6%	Down from 6.3%	7.2%	7.5%
Older than usual for grade	0.4%	Down from 0.5%	0.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.6%	Down from 1.7%	0.0%	0.0%
<b>Teachers (n= 60)</b>				
Teachers with advanced degrees	53.3%	Down from 56.4%	55.8%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	2.9%	N/A	2.6%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	92.7%	Up from 87.7%	89.0%	87.3%
Teacher attendance rate	95.1%	Down from 95.5%	94.9%	94.9%
Average teacher salary	\$46,034	Up 4.8%	\$43,841	\$42,485
Prof. development days/teacher	9.4 days	Up from 9.1 days	12.2 days	13.3 days
<b>School</b>				
Principal's years at school	24.0	Up from 23.0	5.0	4.0
Student-teacher ratio in core subjects	19.1 to 1	Up from 18.6 to 1	20.0 to 1	18.6 to 1
Prime instructional time	91.2%	Up from 90.8%	90.2%	89.7%
Dollars spent per pupil*	\$6,355	Up 0.7%	\$6,143	\$6,557
Percent of expenditures for teacher salaries*	70.2%	Up from 64.4%	64.7%	64.0%
Percent of expenditures for instruction*	69.1%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	3.0%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Summerville Elementary School is an inviting school Where Children Come First. Upon entering the school, one senses a warm and friendly atmosphere. The mission of Summerville Elementary School is to meet the needs of students and develop in them the desire and skills to become literate, life-long learners and productive, responsible, caring citizens. SES has been recognized as a National Blue Ribbon School, Palmetto's Finest, a School of Promise, a Red Carpet School, and an exemplary school for both our reading and writing programs.

Our teachers diligently plan lessons to address a challenging standards-based curriculum. Effective programs maximize student learning such as our district literacy model that provides balanced literacy instruction in grade level, differentiated instruction, fluency, word study and writing. The one new program SES implemented this year is the READ 180 program. This program currently serves 45 students in 4th and 5th grades. Each session consists of 90 minutes of instruction focusing on grade level reading standards, differentiated instruction and self-selected reading. March testing indicated that 92.5% of the students have improved their reading level during the first 7 months of the program. We are involved with summer training in order to implement a school-wide problem-solving model. We will be using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). Our school will be using The Five Big Ideas in Beginning Reading as our guide.

Our school faces the challenges related to understanding the changes in our student population. Our school has implemented the Core Essentials character education program. Our staff has developed and implemented an individual mentoring program for students in third, fourth and fifth grades.

Special reading programs maximize early instruction such as FARM for kindergarteners, EAGLE for first and second graders, and HOSTS Mentoring Program for second and third graders. Our HOSTS program is nationally recognized as an outstanding program that involves 168 community members who mentor at our school once every week. Another challenge that our school faces relates to math and science instruction. Our teachers have focused their standards-based instruction in both math and science to improve our test scores.

Keeping abreast with the ever-changing technology innovations is a continued challenge. This past year, working with the district, the school updated the infrastructure of our 52-year-old building and gave every certified teacher a laptop computer. Additionally, all classrooms had a SMART or Promethean board installed.

Working together we will ensure that our students really do come first at SES.

Dr. Eugene Sires, Principal  
Wendy Rourk, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
<b>Number of surveys returned</b>	63	136	68
<b>Percent satisfied with learning environment</b>	95.2%	83.5%	97.0%
<b>Percent satisfied with social and physical environment</b>	98.4%	87.2%	89.4%
<b>Percent satisfied with school-home relations</b>	92.1%	83.1%	88.2%

\*Only students at the highest elementary school grade level at this school and their parents were included.